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ABSTRACT

This study was designed to gather current data relating to paraprofessionals in California who have direct involvement with instructional programs. This information was gathered from school districts, principals, and teachers. The data included the following general subject areas: (1) number of school districts using paraprofessionals and school district policies relating to them; (2) important reasons for the introduction of paraprofessionals into the school instructional program, (3) number of paraprofessionals in relation to full time staff members; (4) classroom activities which involve paraprofessionals; (5) effect of paraprofessionals on class size and learning; (6) level of acceptance by professional staff; (7) recent and future trends in use of paraprofessionals; (8) paraprofessional salaries; (9) paraprofessional organizational affiliations; and (10) advantages and problems as a result of the use of paraprofessionals in the classroom. From the data obta obtained in this study, it was concluded that almost 100 percent of all districts are currently using paraprofessionals, and that there has been a steady increase in the numbers of paraprofessionals used over the past several years. Teachers, principals, and district administrators surveyed expressed a desire for increased use of paraprofessionals in the future, and the majority of teachers believed paraprofessionals have a positive effect on student learning. The need for in-service training of paraprofessionals was also expressed by participants in the study. (BD)

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PARAPROFESSIONALS IN CALIFORNIA SCHOOL DISTRICTS 1975

Conducted by

CALIFORNIA AGENCY FOR RESEARCH IN EDUCATION

Members of C.A.R.E.

CALIFORNIA SCHOOL BOARDS ASSOCIATION

CALIFORNIA TEACHERS ASSOCIATION

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INTRODUCTION

In 1972, C.A.R.E. conducted its first survey on paraprofessionals working in California School Districts. Since that time school districts and educational organizations have reported an increasing number of paraprofessionals, both paid and volunteer, being used to implement the school program. Questions are continually being asked relating to their use and effectiveness. While paraprofessionals are assigned a large variety of tasks in a school district, this year's study was designed to zero in on those paraprofessionals that have direct involvement with the instructional program. The definition of paraprofessional used in all correspondence and survey forms in this study is as follows:

DEFINITION OF PARAPROFESSIONALS

> For the purpose of this study, paraprofessional denotes that segment of auxiliary personnel, both paid and volunteer, working directly with professional educators, to assist them in discharging their professional duties. They do not need to have a professional background to assume their responsibilities, although they may have varying degrees of training, skills, or academic preparation. Teacher aides, lay readers, instructional aides, laboratory aides, media and library aides, and similar categories are included within the classification of paraprofessionals. Excluded would be such categories as playground supervisors and lunchroom monitors.

PURPOSE OF THIS STUDY

The purpose of this study was to gather current data from school districts, school building principals, and teachers working with paraprofessionals in the classroom. Data to be gathered were included in the following general subject areas:

1. Number of school districts using paraprofessionals.
2. School district policies relating to paraprofessionals.
3. Personnel involved in the selection, assignment, and evaluation of paraprofessionals.
4. Reasons given as most important for the introduction of paraprofessionals into the school instructional program.
5. Number of paraprofessionals in relation to full time staff members.
6. Classroom activities in which paraprofessionals are engaged.
7. Effect of paraprofessionals on class sizes.
8. Effect of paraprofessionals on student learning.
9. Level of acceptance of paraprofessionals by certificated staff.
10. Recent trends in the use of paraprofessionals.
11. Future trends in the use of paraprofessionals.
12. Salaries paid paraprofessionals.
13. Organizational affiliations of paraprofessionals.
14. Advantages of having paraprofessionals in the classroom.
15. Problems arising as a result of using paraprofessionals in the classroom.

METHOD OF CONDUCTING THE STUDY

This study was designed to gather information relating to paraprofessionals from school districts, building principals, and from classroom teachers who worked with paraprofessionals. The first instrument developed was one that was mailed to a random sampling of school districts in California. It was to be answered by either the superintendent or a person in the district responsible for the paraprofessional program. Questions asked in this survey related to those items of information that were available on the district level. The final question on the district survey asked for the names and addresses of a sampling of school buildings in the district in which paraprofessionals were working in the instructional program. A second survey was sent to principals of these schools, requesting information and his opinions on a number of items relating to the paraprofessional program in his school. The principal was also sent survey forms designed for teacher responses about paraprofessionals. He was given teacher surveys for approximately 20 percent of his staff, and asked to distribute them randomly to teachers using paraprofessionals in their classroom. Reply envelopes were furnished. Since the names of respondents and their schools were not asked, principals and teachers remained anonymous.

Many of the questions asked principals and teachers were the same. In a few cases the same question was asked of districts, principals, and teachers. Comparisons of responses are included in the results of this survey.

RESULTS OF THE SURVEY

Characteristics of the Sample

School Districts

Completed survey forms were received from 156 school districts. This included 60 unified districts, 82 elementary school districts, and 14 high school districts. The ADA of the districts responding is shown in Table 1.

TABLE 1

SIZE AND TYPE OF SCHOOL DISTRICTS

Size of District	Unified Districts		Elementary Districts		High School Districts		All Districts	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
25,000 & Over ADA	9	15.0	-	-	1	7.1	10	6.4
10,000 - 24,999 ADA	16	26.7	5	6.1	3	21.4	24	15.4
4,000 - 9,999 ADA	19	31.7	18	22.0	4	28.7	41	26.3
1,000 - 3,999 ADA	13	21.6	23	26.8	2	14.3	37	23.7
500 - 999 ADA	1	1.7	7	8.5	4	28.5	12	7.7
Under 500 ADA	2	3.3	30	36.6	-	-	32	20.5
Total	60	100.0	82	100.0	14	100.0	156	100.0

Building Principals

Of the 163 principals that responded to the survey, 128 were elementary school principals and 35 were secondary school principals. Principals of schools specifically designated as junior high schools were included in the secondary schools. Table 2 contains the distribution of principals according to school enrollments.

TABLE 2

BUILDING PRINCIPALS AND SCHOOL ENROLLMENTS

Size of School	Elementary Principals		Secondary Principals		All Principals	
	Number	Percent	Number	Percent	Number	Percent
Under 500 ADA	69	53.9	6	17.2	75	46.0
500 - 999 ADA	58	45.3	11	31.4	69	42.3
1,000 - 1,499 ADA	1	0.8	6	17.1	7	4.3
1,500 - 1,999 ADA	-	-	8	22.9	8	4.9
2,000 & Over ADA	-	-	4	11.4	4	2.5
Total	128	100.0	35	100.0	163	100.0

Teachers

Responses were received from 730 teachers. The majority of these (61.1 percent) were elementary classroom teachers. Junior high school teachers accounted for 8.6 percent of the sample and 21.5 percent were high school teachers. Sixty-four teachers checked an "other" category. These people were generally librarians, special education teachers, teachers of special programs, and others who were assigned paraprofessionals. Most of the "others" were from elementary schools. Teacher assignments are shown in Table 3.

TABLE 3

TEACHER ASSIGNMENTS

Level	Number	Percent
Elementary	446	61.1
Junior High or Intermediate	63	8.6
Senior High	157	21.5
Other	64	8.8
Total	730	100.0

Number of School Districts Using Paraprofessionals

Of the 156 districts responding to the survey, one hundred fifty-four (98.8 percent) reported using paraprofessionals to implement the instructional program. Of the two districts not using paraprofessionals, one was an elementary district in the 100-499 ADA range, and the other was a high school district in the 500-999 ADA range.

School District Policies Relating to Paraprofessionals

School districts were asked to indicate whether or not formally adopted policies had been developed in a number of areas for both paid and volunteer aides. It is significant to note that of the nine policies listed, the majority of districts had developed policies for paid aides in six of the areas, while in none of the areas had a majority of districts developed policies for volunteer aides. For paid aides, policies for evaluation had been developed in one hundred sixteen districts (74.4 percent) and policies related to the direction and supervision of aides in one hundred eleven districts (71.2 percent). Areas in which less than a majority of districts had developed policies for paid aides

included training programs and development of guidelines for teachers on how to use aides. Detailed responses to this question for both paid and volunteer aides appears in Table 4.

TABLE 4

FORMALLY ADOPTED POLICIES FOR PARAPROFESSIONALS

Policy Area	Paid		Volunteer	
		Percent		Percent
Establish educational requirements	92	59.0	10	6.4
Establish health requirements	104	66.0	41	26.3
Describe what tasks may and may not be performed	96	61.5	34	21.8
State only that certificated teachers may teach	53	34.0	28	17.9
Identify who directs and supervises aides	111	71.2	56	35.9
Provide for a training program	74	47.4	43	27.6
Provide teachers with guidelines on how to use	64	41.0	37	23.7
Provide for evaluation	116	74.4	25	16.0
Teachers participation in the selection and training of non-certificated personnel who work with children	83	53.2	41	26.3

Personnel Involved in the Selection, Assignment and Evaluation of Paraprofessionals

Both building principals and school districts were asked to indicate the personnel involved in the selection of paraprofessionals, the assignment of paraprofessionals, and their evaluation. Both groups of respondents reported that the building principals had the major responsibility for selection and assignment of paraprofessionals. Teachers also played a large role in selection and assignment. Teachers had the major responsibility for evaluation, with building principals running a close second. Table 5 contains the responses to this survey item.

TABLE 5

PERSONNEL INVOLVED IN THE SELECTION, ASSIGNMENT AND EVALUATION OF PARAPROFESSIONALS

	163 Building Principal Responses			156 District Responses		
Personnel	Selection	Assignment	Evaluation	Selection	Assignment	Evaluation
Superintendent	16.6	8.6	4.9	29.5	19.2	14.7
Other Central Office Staff	33.1	8.0	4.3	44.2	17.3	12.8
Building Principals	79.1	77.9	74.2	83.3	81.4	78.8
Building Vice-Principals	15.3	15.3	14.1	26.3	23.7	23.1
Department Heads	20.9	22.1	19.0	25.0	24.4	26.3
Teachers	69.9	74.8	82.2	72.4	72.4	79.5

Note: All response items are calculated in percentages.

Reasons for Introducing Paraprofessionals Into the School Program

Both teachers and principals were asked to select two reasons from a list of six that they felt were most important for the introduction of paraprofessionals into the school program. Elementary teachers and elementary school principals were very close together in their thinking citing a decrease in the adult-pupil ratio and providing teachers with more time for direct student contact as the two most important reasons. High school teachers and principals were in agreement with the elementary people that more time for student contact was a major reason, but selected relieving teachers of clerical and monitoring duties as their second most important reason. Reduction of personnel costs and improvement of school-community relations were shown to be least important by all groups. Table 6 contains the responses to this survey item.

TABLE 6

REASONS GIVEN AS MOST IMPORTANT FOR THE INTRODUCTION OF PARAPROFESSIONALS INTO THE SCHOOL PROGRAM

Reason	Elementary Teachers (446)	Junior High Teachers (63)	Senior High Teachers (157)	Other Teachers (64)	Elementary Principals (128)	Secondary Principals (35)	All Respondents (893)
Relieve teachers of clerical and monitoring duties	20.0	39.7	46.5	40.6	22.7	42.9	28.8
Decrease the adult-pupil ratio in the school	75.3	55.6	28.0	50.0	79.7	28.6	62.6
Provide teachers with more time for planning and organization of instruction	16.8	19.0	33.8	26.6	14.8	28.6	20.8
Improve school-community relations	8.5	6.3	4.5	31.3	16.4	11.4	10.5
Reduce personnel costs	0.9	1.6	5.7	1.6	1.6	2.9	1.1
Provide teachers with more time for direct student contact	76.7	76.2	74.5	71.9	68.8	68.6	74.5

Note: All response items are calculated in percentages.

Number of Full Time Certificated Personnel and Paraprofessionals Working in the Schools

Elementary Schools

An analysis was made of the data collected from the 128 elementary schools that were included in the sample. This analysis indicated the range and median number of full time equivalent certificated personnel in schools of various size ranges. The number of paraprofessionals in each grade level, both paid and unpaid and both full time and part-time, were also reported. This data appears in Tables 7 - 10.

TABLE 7

NUMBER OF PARAPROFESSIONALS WORKING IN THE VARIOUS GRADE LEVELS IN 18 ELEMENTARY SCHOOLS WITH LESS THAN 250 ADA

(The number of full time equivalent certificated personnel in these schools ranged from 3 - 16 with a median of 8)

Grade Levels	PAID PARAPROFESSIONALS				VOLUNTEER PARAPROFESSIONALS			
	Full Time		Part-Time		Full Time		Part-Time	
	Range	Median	Range	Median	Range	Median	Range	Median
Pre-school programs	-	-	-	-	-	-	-	-
Kindergarten	1	1	1-3	2	-	-	1-5	3
Grades 1 - 3	1-4	2	1-8	5	-	-	1-10	4
Grades 4 - 6	1-2	1	1-3	2	1	1	2-4	2
Grades 7 - 8	1	1	-	-	-	-	-	-
No specific grade level assignment	1-4	2	1-9	4	-	-	22-25	22
Other	9	9	3	3	-	-	4	4

TABLE 8

NUMBER OF PARAPROFESSIONALS WORKING IN THE VARIOUS GRADE LEVELS IN 51 ELEMENTARY SCHOOLS WITH 250-499 ADA

(The number of full time equivalent certificated personnel in these schools ranged from 10 - 30 with a median of 16)

Grade Levels	PAID PARAPROFESSIONALS				VOLUNTEER PARAPROFESSIONALS			
	Full Time		Part-Time		Full Time		Part-Time	
	Range	Median	Range	Median	Range	Median	Range	Median
Pre-school programs	1-3	2	1-2	1	5	5	4-25	10
Kindergarten	1-8	1	1-5	2	1-2	1	1-30	5
Grades 1 - 3	2-18	6	1-20	6	3	3	1-60	10
Grades 4 - 6	1-7	3	1-7	2	2	2	1-20	5
Grades 7 - 8	2	2	1-3	2	-	-	1	1
No specific grade level assignment	1-5	1	1-8	2	-	-	2 16	4
Other	1-4	2	2-5	2	-	-	2-7	3

TABLE 9

NUMBER OF PARAPROFESSIONALS WORKING IN THE VARIOUS GRADE LEVELS IN 44 ELEMENTARY SCHOOLS WITH 500-749 ADA

(The number of full time equivalent certificated personnel in these schools ranged from 18 - 32 with a median of 23)

Grade Levels	PAID PARAPROFESSIONALS				VOLUNTEER PARAPROFESSIONALS			
	Full Time		Part-Time		Full Time		Part-Time	
	Range	Median	Range	Median	Range	Median	Range	Median
Pre-school programs	1-10	2	1-3	2	2	2	20-30	25
Kindergarten	1-4	2	1-6	2	1	1	1-39	8
Grades 1 - 3	1-16	8	3-28	7	3	3	1-95	10
Grades 4 - 6	1-9	3	1-9	4	1	1	1-40	4
Grades 7 - 8	1-2	1	3	3	-	-	2	2
No specific grade level assignment	1-8	2	1-10	2	-	-	2-60	10
Other	1-14	4	1-23	2	-	-	1-121	7

TABLE 10

NUMBER OF PARAPROFESSIONALS WORKING IN THE VARIOUS GRADE LEVELS
IN 15 ELEMENTARY SCHOOLS WITH 750 ADA AND OVER

(The number of full time equivalent certificated personnel
in these schools ranged from 21 - 54 with a median of 31)

Grade Levels	PAID PARAPROFESSIONALS				VOLUNTEER PARAPROFESSIONALS			
	Full Time		Part-Time		Full Time		Part-Time	
	Range	Median	Range	Median	Range	Median	Range	Median
Pre-school programs	1-2	1	1-2	1	-	-	5-7	6
Kindergarten	1-5	3	1-7	2	-	-	3-16	10
Grades 1 - 3	1-22	10	3-15	8	-	-	10-80	22
Grades 4 - 6	3-6	3	5-12	6	-	-	4-25	5
Grades 7 - 8	7-11	7	1-22	1	-	-	4	4
No specific grade level assignment	2-4	2	1-4	2	-	-	10-60	10
Other	1-2	1	3	3	-	-	5	5

High Schools

A similar analysis was made for the 35 high schools responding to the survey. For the high schools six general subject areas were used rather than grade levels. Data for the high schools is found in Tables 11 - 14.

TABLE 11

NUMBER OF PARAPROFESSIONALS WORKING IN THE VARIOUS SUBJECT AREAS
IN 17 HIGH SCHOOLS WITH UNDER 1,000 ADA

(The number of full time equivalent certificated personnel
in these schools ranged from 7 - 50 with a median of 30)

Subject Area	PAID PARAPROFESSIONALS				VOLUNTEER PARAPROFESSIONALS			
	Full Time		Part-Time		Full Time		Part-Time	
	Range	Median	Range	Median	Range	Median	Range	Median
Math & Science	1-2	1	1	1	-	-	1	1
Language Arts	1	1	1	1	-	-	2	2
Social Studies	1	1	-	-	6	6	-	-
Art & Music	1	1	-	-	-	-	-	-
Industrial Arts/Home Economics	-	-	1	1	-	-	1	1
Physical Education	1	1	1	1	-	-	2	2
Other	1-6	3	1-13	6	-	-	4-12	6

TABLE 12

NUMBER OF PARAPROFESSIONALS WORKING IN THE VARIOUS SUBJECT AREAS
IN 6 HIGH SCHOOLS WITH 1,000 - 1,499 ADA

(The number of full time equivalent certificated personnel
in these schools ranged from 47 - 74 with a median of 66)

Subject Area	PAID PARAPROFESSIONALS				VOLUNTEER PARAPROFESSIONALS			
	Full Time		Part-Time		Full Time		Part-Time	
	Range	Median	Range	Median	Range	Median	Range	Median
Math & Science	2-3	2	1	1	-	-	-	-
Language Arts	2-6	2	-	-	-	-	-	-
Social Studies	1	1	-	-	-	-	-	-
Art & Music	-	-	-	-	-	-	-	-
Industrial Arts/Home Economics	1	1	-	-	-	-	-	-
Physical Education	2	2	-	-	-	-	2	2
Other	1-3	2	4	4	-	-	1-5	1

TABLE 13

NUMBER OF PARAPROFESSIONALS WORKING IN THE VARIOUS SUBJECT AREAS IN 8 HIGH SCHOOLS WITH 1,500 - 1,999 ADA

(The number of full time equivalent certificated personnel in these schools ranged from 70 - 100 with a median of 81)

Subject Area	PAID PARAPROFESSIONALS				VOLUNTEER PARAPROFESSIONALS			
	Full Time		Part-Time		Full Time		Part-Time	
	Range	Median	Range	Median	Range	Median	Range	Median
Math & Science	1-2	1	1	1	-	-	1	1
Language Arts	1-4	2	-	-	-	-	3	3
Social Studies	4	4	1	1	-	-	-	-
Art & Music	3	3	1	1	-	-	-	-
Industrial Arts/Home Economics	1	1	1	1	-	-	-	-
Physical Education	1	1	3	3	-	-	-	-
Other	2-1	4	2-5	2	-	-	2-15	2

TABLE 14

NUMBER OF PARAPROFESSIONALS WORKING IN THE VARIOUS SUBJECT AREAS IN 4 HIGH SCHOOLS WITH 2,000 ADA AND OVER

(The number of full time equivalent certificated personnel in these schools ranged from 103 - 122 with a median of 108)

Subject Area	PAID PARAPROFESSIONALS				VOLUNTEER PARAPROFESSIONALS			
	Full Time		Part-Time		Full Time		Part-Time	
	Range	Median	Range	Median	Range	Median	Range	Median
Math & Science	1-3	2	-	-	-	-	-	-
Language Arts	1-2	2	-	-	-	-	-	-
Social Studies	1	1	-	-	-	-	-	-
Art & Music	-	-	1	1	-	-	-	-
Industrial Arts/Home Economics	-	-	-	-	1	1	-	-
Physical Education	-	-	1	1	-	-	-	-
Other	-	-	1	1	1	1	-	-

Classroom Activities in Which Paraprofessionals Are Engaged

Both teachers and building principals were asked to indicate the frequency with which paraprofessionals participate in a number of selected classroom activities. This question was of particular importance since much of the criticism about paraprofessionals stems from the fact that many believe they are engaged in activities which should only be conducted by certificated personnel. No attempt has been made in this study to define what activities should or should not be engaged in by paraprofessionals. The study was designed to present factual data on what is happening at present. This data can be the basis of future discussions. Twelve classroom activities were included in the survey and the responses of teachers and principals to each activity are found in Tables 15-26. One observation that can be drawn from the data in these tables is that secondary teachers appear to show more interest in using aides for secretarial tasks than educational tasks.

TABLE 15

MAINTAINS CLASSROOM ATTENDANCE RECORDS

Frequency	Elementary Teachers (446)	Junior High Teachers (63)	Senior High Teachers (157)	Other Teachers (64)	Elementary Principals (128)	Secondary Principals (35)	All Respondents (893)
Never	50.0	36.5	35.7	26.6	23.4	28.6	40.2
Seldom	18.4	23.8	18.5	25.0	27.3	11.4	20.3
Frequently	13.2	12.7	19.7	18.7	30.5	40.0	18.2
Regularly	17.7	23.8	24.2	25.0	17.2	14.3	19.6
No Response	0.7	3.2	1.9	4.7	1.6	5.7	1.7
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Note: All response items are calculated in percentages.

TABLE 16

ASSIGNS GRADES TO STUDENTS

Frequency	Elementary Teachers (446)	Junior High Teachers (63)	Senior High Teachers (157)	Other Teachers (64)	Elementary Principals (128)	Secondary Principals (35)	All Respondents (893)
Never	77.4	60.3	63.7	65.6	71.9	74.3	72.0
Seldom	14.3	15.9	21.0	17.2	25.0	14.3	17.3
Frequently	3.8	14.3	8.9	6.3	0.8	5.7	5.3
Regularly	2.7	6.3	5.7	6.3	1.5	-	3.5
No Response	1.8	3.2	0.7	4.6	0.8	5.7	1.9
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

TABLE 17

FORMULATES INDIVIDUAL AND/OR CLASS OBJECTIVES

Frequency	Elementary Teachers (446)	Junior High Teachers (63)	Senior High Teachers (157)	Other Teachers (64)	Elementary Principals (128)	Secondary Principals (35)	All Respondents (893)
Never	53.1	66.7	56.7	45.3	47.7	51.4	53.3
Seldom	29.6	15.9	31.2	26.6	36.7	34.3	29.9
Frequently	10.8	7.9	8.9	18.7	9.4	5.7	10.4
Regularly	4.3	6.3	1.3	4.7	3.1	-	3.6
No Response	2.2	3.2	1.9	4.7	3.1	8.6	2.8
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Note: All response items are calculated in percentages.

TABLE 18

DESIGNS LEARNING ACTIVITIES AND MATERIALS

Frequency	Elementary Teachers (446)	Junior High Teachers (63)	Senior High Teachers (157)	Other Teachers (64)	Elementary Principals (128)	Secondary Principals (35)	All Respondents (893)
Never	19.7	34.9	41.4	18.7	10.1	14.3	23.0
Seldom	35.9	36.5	40.1	34.4	46.1	48.6	38.5
Frequently	32.1	23.8	11.5	37.5	38.3	28.6	29.0
Regularly	9.6	1.6	3.2	6.3	4.7	5.7	6.8
No Response	2.7	3.2	3.8	3.1	0.8	2.8	2.7
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

TABLE 19

PLANS THE USE OF LEARNING ACTIVITIES AND MATERIALS

Frequency	Elementary Teachers (446)	Junior High Teachers (63)	Senior High Teachers (157)	Other Teachers (64)	Elementary Principals (128)	Secondary Principals (35)	All Respondents (893)
Never	24.2	44.4	37.6	20.3	12.5	17.1	25.8
Seldom	41.0	39.7	39.5	32.8	45.3	42.9	40.8
Frequently	24.0	12.7	15.9	29.7	34.4	25.7	23.7
Regularly	7.4	-	3.2	9.4	7.0	5.7	6.1
No Response	3.4	3.2	3.8	7.8	0.8	8.6	3.6
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Note: All response items are calculated in percentages.

TABLE 20

INTRODUCES SUBJECT MATTER

Frequency	Elementary Teachers (446)	Junior High Teachers (63)	Senior High Teachers (157)	Other Teachers (64)	Elementary Principals (128)	Secondary Principals (35)	All Respondents (893)
Never	40.8	50.8	54.2	31.3	39.9	45.7	43.2
Seldom	36.3	33.3	29.3	39.1	45.3	37.1	36.4
Frequently	14.3	11.1	10.8	17.2	10.2	5.7	12.8
Regularly	5.2	1.6	2.5	6.2	2.3	2.9	4.0
No Response	3.4	3.2	3.2	6.2	2.3	8.6	3.6
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

TABLE 21

CARRIES ON A SEQUENCE OF QUESTIONS RELATED TO A PARTICULAR CONCEPT OR TOPIC

Frequency	Elementary Teachers (446)	Junior High Teachers (63)	Senior High Teachers (157)	Other Teachers (64)	Elementary Principals (128)	Secondary Principals (35)	All Respondents (893)
Never	10.3	30.2	36.3	6.3	3.9	17.1	15.4
Seldom	22.9	26.9	24.2	20.3	17.2	25.7	22.5
Frequently	42.4	30.2	25.5	40.6	56.2	37.2	40.2
Regularly	20.2	11.1	10.8	26.5	21.9	8.6	18.1
No Response	4.2	1.6	3.2	6.3	0.8	11.4	3.8
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Note: All response items are calculated in percentages.

TABLE 22

SCORES OBJECTIVE AND/OR STANDARDIZED TEST

Frequency	Elementary Teachers (446)	Junior High Teachers (63)	Senior High Teachers (157)	Other Teachers (64)	Elementary Principals (128)	Secondary Principals (35)	All Respondents (893)
Never	17.7	7.9	15.3	28.1	12.5	14.3	16.5
Seldom	21.1	14.3	15.3	20.3	20.3	14.3	19.1
Frequently	37.5	22.2	28.7	32.8	43.0	42.8	35.5
Regularly	19.7	52.4	36.3	14.1	21.9	22.9	25.0
No Response	4.0	3.2	4.4	4.7	2.3	5.7	3.9
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

TABLE 23

DIRECTS SMALL GROUP DISCUSSION RELATED TO A PARTICULAR CONCEPT OR TOPIC

Frequency	Elementary Teachers (446)	Junior High Teachers (63)	Senior High Teachers (157)	Other Teachers (64)	Elementary Principals (128)	Secondary Principals (35)	All Respondents (893)
Never	5.4	15.9	25.5	12.5	2.4	11.4	9.9
Seldom	14.1	30.1	29.3	20.3	10.9	25.7	18.4
Frequently	44.4	34.9	31.2	40.6	44.5	40.0	41.0
Regularly	33.0	17.5	11.5	21.9	41.4	20.0	28.0
No Response	3.1	1.6	2.5	4.7	0.8	2.9	2.7
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Note: All response items are calculated in percentages.

TABLE 24

MONITORS INDIVIDUAL LEARNING ACTIVITY INCLUDING REDIRECTION OF THE PUPIL'S ACTIVITY

Frequency	Elementary Teachers (446)	Junior High Teachers (63)	Senior High Teachers (157)	Other Teachers (64)	Elementary Principals (128)	Secondary Principals (35)	All Respondents (893)
Never	4 0	7.9	14.6	4.7	1.6	11.4	6.2
Seldom	1C.6	25.4	16.6	17.2	14.8	14.3	13.9
Frequently	39.0	34.9	40.8	34.4	35.2	45.7	38.4
Regularly	43.5	28.6	22.9	39.0	47.6	22.9	38.3
No Response	2.9	3.2	5.1	4.7	0.8	5.7	3.2
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

TABLE 25

LISTENS TO, AND CORRECTS PUPIL RECITATION

Frequency	Elementary Teachers (446)	Junior High Teachers (63)	Senior High Teachers (157)	Other Teachers (64)	Elementary Principals (128)	Secondary Principals (35)	All Respondents (893)
Never	5.8	22.2	31.2	11.0	2.3	8.6	11.4
Seldom	13.7	19.0	16.6	7.8	5.5	11.4	12.9
Frequently	38.1	31.8	29.3	40.6	43.8	51.4	37.6
Regularly	37.5	23.8	15.9	32.8	47.6	20.0	33.2
No Response	4.9	3.2	7.0	7.8	0.8	8.6	4.9
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Note: All response items are calculated in percentages.

TABLE 26

EVALUATES PUPIL PROGRESS

Frequency	Elementary Teachers (446)	Junior High Teachers (63)	Senior High Teachers (157)	Other Teachers (64)	Elementary Principals (128)	Secondary Principals (35)	All Respondents (893)
Never	22.6	28.6	29.9	20.3	8.6	22.8	22.2
Seldom	28.5	33.3	28.0	25.0	44.5	28.6	30.8
Frequently	30.5	20.6	23.6	31.3	25.8	28.6	27.9
Regularly	11.0	11.1	9.6	10.9	10.9	8.6	10.6
No Response	7.4	6.4	8.9	12.5	10.2	11.4	8.5
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Note: All response items are calculated in percentages.

Effect of Paraprofessionals on Class Sizes in the Schools

It is shown in Table 27 that a very large majority of teachers, principals and districts were of the opinion that the use of paraprofessionals had not made any difference in class sizes. Although only small percentages felt that class sizes had increased, there appeared to be significant differences between teachers and administration on this item.

TABLE 27

EFFECT OF PARAPROFESSIONALS ON CLASS SIZES

Effect on Class Size	Elementary Teachers (446)	Junior High Teachers (63)	Senior High Teachers (157)	Other Teachers (64)	Elementary Principals (128)	Secondary Principals (35)	District Offices (156)	All Respondents (1,049)
Increased	10.5	12.7	15.3	10.9	3.9	5.7	5.1	9.6
About the Same	70.4	65.1	72.6	70.3	77.4	85.7	75.7	72.5
Decreased	13.7	14.3	8.9	14.1	15.6	5.7	11.5	12.7
No Response	5.4	7.9	3.2	4.7	3.1	2.9	7.7	5.2
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Note: All response items are calculated in percentages.

Effect of Paraprofessionals on Student Learning in the Classroom

A very large percentage (67.9 percent) of the elementary teachers felt that paraprofessionals had a very positive effect on student learning. This percentage decreased to 60.3 percent for junior high teachers and further decreased to 47.2 percent for high school teachers. This appears to be consistent with other survey data that showed a greater use in the elementary schools of paraprofessionals for instructional services than in the high schools. Less than one percent indicated any negative effect. This data appears in Table 28.

TABLE 28

EFFECT OF PARAPROFESSIONALS ON STUDENT LEARNING IN THE CLASSROOM

Effect on Learning	Elementary Teachers (446)	Junior High Teachers (63)	Senior High Teachers (157)	Other Teachers (64)	All Teachers (730)
Very Positive Effect	67.9	60.3	47.2	68.7	62.9
Some Positive Effect	25.8	27.0	34.4	26.6	27.8
No Particular Effect	2.5	7.9	10.8	4.7	4.9
Somewhat Negative Effect	0.7	-	0.6	-	0.6
Very Negative Effect	-	-	-	-	-
No Response	3.1	4.8	7.0	-	3.8
Total	100.0	100.0	100.0	100.0	100.0

Note: All response items are calculated in percentages.

General Level of Acceptance of Paraprofessionals by Certificated Staff

The information contained in Table 29 shows clearly that paraprofessionals have generally been very well accepted by the certificated staff. This common opinion was held by both teachers and principals responding to the survey.

TABLE 29

GENERAL LEVEL OF ACCEPTANCE OF PARAPROFESSIONALS
BY CERTIFICATED STAFF

Level of Acceptance	Elementary Teachers (446)	Junior High Teachers (63)	Senior High Teachers (157)	Other Teachers (64)	Elementary Principals (128)	Secondary Principals (35)	All Respondents (893)
Have Generally Been Very Well Accepted	88.6	82.5	77.7	89.1	96.9	88.6	87.5
No Significant Feeling by Staff of Acceptance or Non-Acceptance	6.0	14.3	15.9	9.4	2.3	8.6	8.2
Acceptance Has Generally Been Poor	2.0	1.6	5.1	1.5	-	-	2.1
No Response	3.4	1.6	1.3	-	0.8	2.8	2.2
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Note: All response items are calculated in percentages.

Recent Trends in the Use of Paraprofessionals

A large majority of the elementary school principals indicated an increasing number of both paid and volunteer paraprofessionals in their schools over the past two or three years. The information in Table 30 reveals that high school principals did not share the same opinion.

TABLE 30

TRENDS OVER THE PAST TWO OR THREE YEARS IN THE USE OF PAID AND VOLUNTEER PARAPROFESSIONALS

Trend	Elementary Principals (128)		High School Principals (35)		All Principals (163)	
	Paid	Volunteer	Paid	Volunteer	Paid	Volunteer
Increasing	71.9	68.7	40.0	28.6	65.0	60.1
About the Same	21.1	16.4	48.6	28.6	27.0	19.0
Decreasing	5.5	4.7	5.7	-	5.5	3.7
No Response	1.5	10.2	5.7	42.8	2.5	17.2
Total	100.0	100.0	100.0	100.0	100.0	100.0

Note: All response items are calculated in percentages.

Future Trends in the Use of Paraprofessionals

All of the respondents were asked to give their opinion as to what should be the future trend in the use of paraprofessionals in the schools. A large majority (67.3 percent) felt that more paraprofessionals should be used in the future. Only 2.6 percent felt that a smaller number should be used, and less than one percent wanted them completely eliminated from the school program. Responses to this survey item are found in Table 31.

TABLE 31

OPINIONS AS TO THE FUTURE TREND IN THE USE OF PARAPROFESSIONALS IN THE SCHOOLS

Opinion	Elementary Teachers (446)	Junior High Teachers (63)	Senior High Teachers (157)	Other Teachers (64)	Elementary Principals (128)	Secondary Principals (35)	District Offices (156)	All Respondents (1,049)
Use More Para-Professionals	64.1	68.3	71.3	78.1	64.1	80.0	67.3	67.3
Keep the Number About the Same as We Now Have	29.1	23.8	22.9	18.8	30.5	14.2	26.3	26.5
Use a Smaller Number	3.2	1.6	3.2	-	3.1	-	2.6	2.6
Eliminate Them Completely	0.7	-	1.3	-	0.8	2.9	0.6	0.8
No Response	2.9	6.3	1.3	3.1	1.5	2.9	3.2	2.8
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Note: All response items are calculated in percentages.

Compensation Paid Paraprofessionals

Districts were asked to report the minimum and maximum salaries paid paraprofessionals employed on a hourly basis or on a monthly basis. The minimum hourly rates ranged from $1.95 to $3.07 with a median of $2.88 per hour. Maximum hourly rates were from $2.25 to $4.00 per hour with a median of $3.59. Districts employing paraprofessionals on a monthly basis reported minimum salaries from $60 to $798 with a median salary of $514 per month. Maximum salaries ranged from $393 to $887 per month with the median being $660.

Organizations That Paraprofessionals Have Become Affiliated With For Representation

Less than half of the districts (41.0 percent) indicated that the paraprofessionals in their district had no formal organizational structure. In districts where there were organizations formed, the majority were affiliated with the California School Employees Association. In several districts more than one organization was available to paraprofessionals. These organizations are listed in Table 32.

TABLE 32

ORGANIZATIONS THAT PARAPROFESSIONALS HAVE BECOME AFFILIATED WITH FOR REPRESENTATION

Organization	Number	Percent
California Federation of Teachers	3	1.9
California Teachers Association	5	3.2
California School Employees Association	92	59.0
Local Non-Affiliated Organization	4	2.6
No Formal Organization of Paraprofessionals	64	41.0
Other	7	4.5

Advantages of Having Paraprofessionals in The Classroom

A free response item was included in the surveys sent to teachers and principals. They were asked to list two or three items, which in their opinions, were the major advantages of having paraprofessionals in their schools and classrooms. Their responses were tabulated and categorized into a number of general classifications. Advantages reported by teachers have been placed in rank order according to frequency and are as follows:

1. Opportunity for more individualized attention to students.
2. Relieves teachers of many clerical duties.
3. Reduces the general adult-pupil ratio in the schools.
4. Provides more time for teacher-student contact.
5. Allows teachers more preparation time.
6. Helps in working with small skill groups.
7. General improvement in the instructional program.
8. Helps with many language problems.
9. Assists teachers with the testing program.
10. Fosters a closer school-community relationship.
11. Helps to reduce class sizes.
12. Reduces discipline problems.
13. Psychological support for children.

Advantages reported by building principals, in rank order are as follows:

1. Students can receive more individualized attention.
2. Reduction in adult-pupil ratio
3. Teachers are relieved of many clerical tasks.
4. Improved school-community relations.
5. More preparation time for teachers.
6. General improvement in instruction.
7. Paraprofessionals have helped with language problems.
8. Reduction in discipline problems.

Problems Encountered as a Result of Having Paraprofessionals in the School

Space was provided for teacher and principal respondents to report problems that have been encountered as a result of the introduction of paraprofessionals into the school program. Problems reported by teaching staff, again in rank order, are as follows:

1. Paraprofessionals need in-service training.
2. Teachers need training on how to use aides.
3. Paraprofessionals do not follow directions.
4. Personality clashes with paraprofessionals.
5. Attendance problems.
6. Need better evaluation procedures for paraprofessionals.
7. Paraprofessionals think they know more than teachers.
8. Paraprofessionals carry tales out of school.
9. Many materials and supplies wasted.
10. Many paraprofessionals disliked by parents.

Principals reported the same types of problems, with some differences in ranking.

1. Paraprofessionals need in-service training.
2. Teachers need training on how to use aides.
3. Need better evaluation procedures for paraprofessionals.
4. Attendance problems.
5. Paraprofessionals carry tales out of school.
6. Budget does not allow for sufficient number of paraprofessionals.
7. Personality clashes.
8. Paraprofessionals think they know more than teachers.
9. Dislike of paraprofessionals by parents.

CONCLUSIONS

From the data obtained in this study, a number of conclusions can be drawn relating to the current status of paraprofessionals involved in the instructional program in California school districts in 1975.

1. Almost 100% of all districts are currently using paraprofessionals.

2. Over the past several years there has been a steady increase in the numbers of paraprofessionals being used in California Schools. This increase has been greater in the elementary schools than in the high schools.

3. Building principals appear to have the major responsibility for the selection of and assignment of duties for paraprofessionals. Principals and teachers share equally in paraprofessional evaluation.

4. In most instances, paraprofessionals have been very well accepted by the certificated staff.

5. The introduction of paraprofessionals into the school program does not appear to have had any significant effects on class size.

6. Teachers, principals and district administrators expressed a desire for increased use of paraprofessionals in the future.

7. Many districts have not adopted policies relating to paraprofessionals. This is particularly true in the case of volunteers.

8. The large majority of teachers were of the opinion that paraprofessionals had a positive effect on student learning.

9. Elementary teachers greatest use of paraprofessionals is to assist in the individualization of instruction. High school teachers appear to use paraprofessionals more for secretarial chores.

10. There was a great need expressed for both in-service training for paraprofessionals and for the establishment of training programs for teachers on how to properly utilize aides.

11. More than half of the paraprofessionals have become affiliated with the California School Employees Association for the purposes of representation.

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